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C7N4

DOMESTIC SCIENCE

CRETE PLAN

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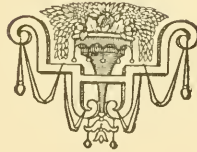
DEPARTMENT OF PUBLIC INSTRUCTION
LINCOLN

September, 1911



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INTRODUCTORY.

The rapid and substantial growth of industrial education during the past few years can be explained only on the hypothesis that it is meeting the demands of the best educators. To find a place in our educational system a new subject must add something to the physical, mental or moral development of the pupil. Industrial education has proved that it adds to the powers of the pupil in all three of these essentials.

Manual training and domestic science have made the most rapid growth, partly because it is easier to prepare for the successful teaching of these subjects and partly because skill acquired in them is more readily and quickly applied in actual life.

Schools in the cities and larger towns are able to equip rooms for manual training and domestic science and employ special teachers for these subjects. The smaller towns and rural schools, however, where such work is needed as much as in the cities, cannot meet the extra expense of equipment and teachers.

Whatever will in any way add to the efficiency of our smaller schools will be helping to develop the powers of a large and important class of our pupils. It is with this in mind that this department is issuing this bulletin on a plan of teaching domestic science that has been in use in the state more than five years and has been pronounced practical by many superintendents of schools and by teachers of domestic science.

The many inquiries that have been made concerning the Crete Plan in domestic science, the general interest shown in the subject of industrial culture as an important part of a broad education for our young women, the success that has attended the Crete Plan when managed properly through the co-operative effort of judicious superintendent and progressive home-makers, are the reasons for the presentation of the plan in this form.

There are over one thousand towns and villages in the state where the Crete Plan might be used successfully. This plan costs the school district little or nothing. As conducted in Crete for five years it cost nothing. The plan of furnishing a room and equipping it for a kitchen, furnishing material for the work and employing a special teacher costs considerable, but the results secured are worth much more than the cost. There are about fifteen of the larger towns and cities that now employ special teachers with good results. Probably it will be many years before fifty places in the state will be able to do this.

While the Crete Plan is not a substitute for the larger course it has proved to be useful in encouraging our girls, through their intimate association with leading home makers to appreciate the fact that the ladies who have the broadest culture are those who can use their hands as well as their heads.

If by any plan the thousands of girls in towns and villages can be helped to realize the nobility of toil and to understand that bread making is as compatible with high and noble thinking as is piano playing or the study of Shakespeare then we shall be moving more rapidly toward the day of happier homes and truer culture and at the same time be returning a better value to the tax payers for the millions expended by them for education.

The Crete Plan of domestic science did not receive its name from the originator nor from any of the philanthropic women of Crete who made it possible for the plan to succeed. Others who saw the value of the fundamental principles in the method as it was developed in Crete spoke of it as the "Crete Plan in Domestic Science." The Omaha World-Herald of January 21, 1906, in an illustrated article calls it "The Crete Plan." F. G. Stephens in a lengthy article for an eastern paper uses the same term. Supt. E. C. Bishop in an address at the N. E. A. meeting at Los Angeles, 1907, gave a careful summary of the "Crete Plan."

These and others are responsible for the name by which the type of domestic science effort originated at Crete is known. There is nothing new in this method except the manner of combination of several factors and forces in such a way as to secure a new result.

This bulletin is prepared by Inspector G. A. Gregory, who originated and developed this method of teaching domestic science, while superintendent of the Crete public schools.

Very sincerely,

J. W. CRABTREE.

Lincoln, Nebraska,
August, 30, 1911.

THE PLAN.

To fully understand the value of the plan it is well to note some of the fundamental principles on which it is based. This can be done by following the process of reasoning which led to its inception.

A study of our American educational system and the results obtained, leads to the conclusion that the intellectual training received does not give the broadest culture nor fit the average pupil to live properly. A large part of the most valuable culture received by many of our most competent girls does not come from the schools but from the home. From their mothers the girls are learning lessons that go far toward making them efficient cultured women both for the home and society.

Other girls are not receiving or practicing these lessons. There are still many girls who grow up in an atmosphere where the culture that fits one for the parlor or library is rated high while the culture that prepares one to excel in the kitchen and dining room is rated low. Many a girl is said to be educated because she has graduated with a good record in Latin and Mathematics. Other girls who have not finished a school course, are considered as lacking an education, although it often happens that these are the girls who staid at home and became proficient in the kind of education that will go farther to make a happy home than will the intellectual type of culture. The girl who goes through the schools is lauded and cheered on by the public. The one who must sacrifice her desire for a college course in order to help at home receives little encouragement from the public and, too often, little from those who receive her assistance.

It was for the purpose of recognizing the value of the home culture, of placing honor on toil, and of giving all the girls in the high school a chance of receiving recognition for the culture that comes from manual effort, that the Crete Plan was devised.

In every community there are women who are known to be skillful in certain lines of cookery. They are always in favor at picnics, and banquets. No matter how they acquired their ability they are judged by the results of their efforts. Such ladies are usually among the most genial and liberal, most affable and helpful women in the community. If these capable women could be helped to see the opportunity open to them of doing great good to the girls of the high school it was believed they would gladly respond. They, of all women, would be quick to realize that the school and home should be more closely

in touch. They would be alive to the growing demand for industrial education. If they would consent to become a part of the corps of instructors in the high school, giving from their practical experience, lessons in domestic science then could a workable plan be readily put into action.

A meeting of ladies who were believed to be interested was called and these ideas laid before them. The result was more encouraging than any one could anticipate. Much enthusiasm was shown by all and more volunteered assistance than could be accepted. It was decided that instruction should be offered to all high school girls in the preparation and cooking of twenty common articles. The instruction would be given in the homes of the ladies. Each instructor would give lessons on two articles. The girls would take notes on the instruction given by the teacher and on the observation of her methods of preparation of the given article. The girls would then practice in their own homes until they believed they had become quite skillful, when they would bring the prepared articles to an exhibit where it would be passed upon by judges. The superintendent of the school would have the general management of the plan, organize the classes, and direct their movements as well as keep all the records. If the work was well done by the girls, so that it met the approval of the judges and the board of education, it should count for one credit toward graduation from the high school course. That is, a girl on completing the course would have placed to her credit on the high school records her grade in domestic science and it would count as much toward her graduation as a semester of Latin or Chemistry.

When the plan was presented to the high school girls they received it with great enthusiasm. About two weeks later the girls made a request that they be given some of the work during the summer vacation, soon at hand, so they would be well started by the beginning of the school year the following September. Their request was granted and the plan was in operation in June. Through the summer of 1905 about fifty girls were meeting in regular classes. The plan was therefore well under way at the opening of the fall term of school.

The Crete Plan is used successfully in a number of places. Crete, Beaver City, Exeter, Clay Center, DeWitt, Blair, Nelson, Ashland, Chadron, are some of the towns where the progressive ladies are giving domestic science instruction. In some places the plan is modified to suit local conditions but in all the same general principles are followed. In May, 1911, there were known to be more than ninety instructors and three hundred pupils working along this line.

Some of the claims made by these instructors, for the Crete Plan are: Recognition of the cultural value of domestic science; utilizing the knowledge and skill of practical housekeepers of the community;

bringing high school girls into friendly association with real home makers; giving these girls frequent opportunities of seeing and noting the arrangements of many home interiors from kitchen to parlor; seeing the most respected and influential ladies engaged in culinary operations; doing all the work in a real home with home atmosphere and home environment; placing honor upon toil in the home; giving recognition to the work on the records of the school.

The successful combination of these and other principles, as worked out at Crete, has proved the plan practical. Its adoption and successful operation by other schools is evidence that the home and school can help each other and that both are made better through their co-operation.

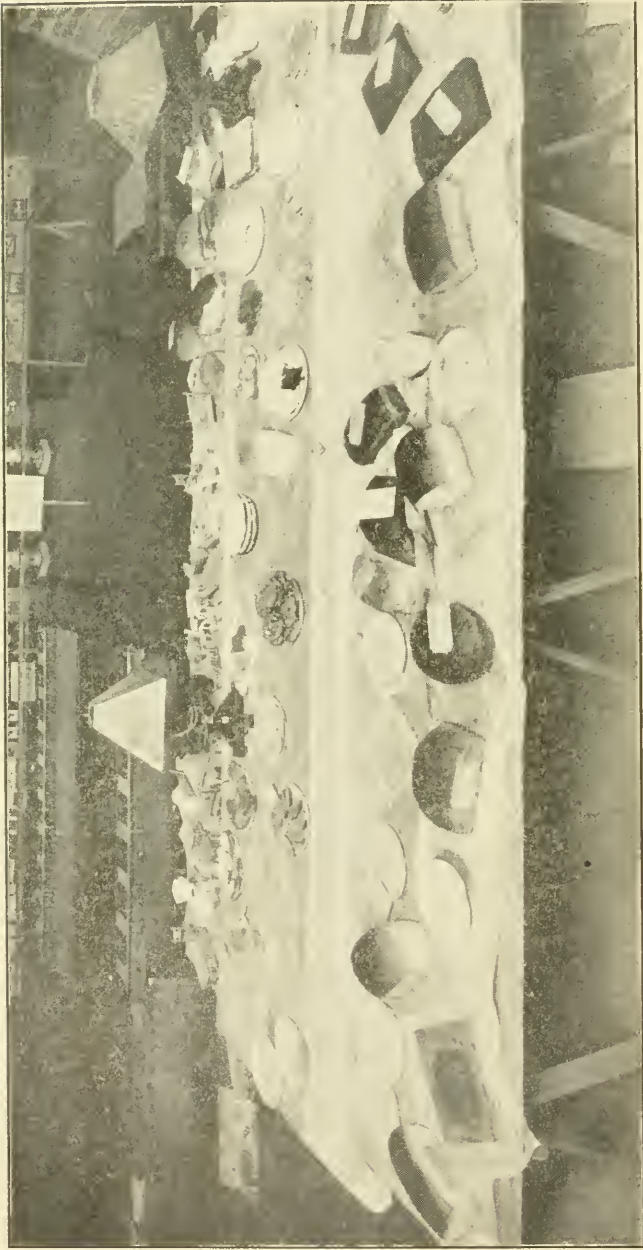


Exhibit of Cooking from Crete High School at School Industrial Exhibit, Nebraska State Teachers' Association, 1909.

ORGANIZATION AND WORKING OF THE PLAN.

The Crete Plan is best suited to villages, and towns up to about three thousand population. With slight modification it can be used in rural schools. In cities the pupils in the high school come from so large a territory that it would be difficult for them to meet at the homes of the instructors.

The movement to organize for the work may originate within or without the school, but it cannot succeed unless there is earnest interest in the work both from the home and school. The superintendent must be in hearty sympathy and either he or one of the most influential high school teachers be willing to stand for and manage the school side of the work. Before any general meeting is called there should be a full and fair discussion of the plan, and of the advisability of trying it, between the superintendent or principal of the school and a few ladies who are heartily interested in the girls and the school. In the case of Crete, the superintendent after a few months' careful thought counselled with Mrs. E. K. Manville, principal of the high school, Mrs. C. B. Anderson and Mrs. G. A. Gregory. These after due deliberation urged the matter forward.

First Meeting of Ladies.

If after careful consideration between the school authority and a few reliable ladies it is deemed wise to go farther, a meeting of women representing as many as possible, of the various church and social interests, should be called at some home at a time when the school can be represented. If it is decided best to try the plan and enough ladies are willing to open their homes and act as instructors then it is safe to proceed.

Presenting Plan to Girls.

The next step is to present the plan to the high school girls. This can be done at the school building at some opportune time but should be done by the one who is in hearty sympathy and best adapted for it whether in or out of school. The girls should be shown that they can easily carry this work without omitting any other subject since they have four years to master about twenty articles of cookery and that if preferred most of the work can be done in the summer following the lessons they have received during the school year. This would mean that they could graduate with an extra point to their credit on the records of the school. Or if properly arranged with the school board the domestic science might take the place of one term of some

study of the junior or senior year. Sometimes from sickness or other cause a pupil fails on a semester of work and is unable to make it up, then the domestic science may be substituted. Several pupils have graduated from Crete with their class, who could not have done so except for their domestic science credit. Many more have graduated with thirty-three credit points.

After the plan is well explained if there are enough girls who wish to undertake it the way is open to proceed. Usually it is not well to undertake it unless at least half the high school girls care for it. Eighth grade and even seventh grade girls if deemed best may be admitted. Local conditions must govern in many details.

Operating the Plan.

In selecting the instructors care must be taken to secure a range of ability among them. Generally this is not difficult. The specific articles listed in the course may vary with the abilities of the instructors. To illustrate in a concrete way the following original corps of instructors at Crete together with their subjects is given:

Mrs. C. B. Anderson, soup stock, noodles, and preparation of left overs.

Mrs. G. A. Gregory, pies.

Mrs. H. McCargar, cakes.

Mrs. S. L. Mains, gems and corn bread.

Mrs. C. B. Goodell, meats.

Mrs. E. L. Wilcox, bread.

Mrs. M. E. Streeter, biscuit.

Miss Nell Murphy, desserts and salads.

Mrs. Z. Waterman, cookies and doughnuts.

Mrs. J. H. Bahner, vegetables.

Since 1905 some of these have removed from Crete or withdrawn because of health or household duties but the corps has been kept filled by the addition of:

Mrs. E. J. Steidl, cookies and doughnuts.

Mrs. A. Dredla, bread.

Mrs. Emily Russell, cookies and doughnuts.

Miss Stella Stephens, vegetables.

Mrs. R. D. Brown, meats.

Mrs. L. H. Denison, cakes.

The corps of instructors is self-perpetuating and it will be seen from the above original list and the changes that the same course has continued throughout.

Note also that some have more subjects than others, that is, under the head of meats three articles, cooking of roasts, meat loaf, and poultry, were taught. Two kinds of cakes, two kinds of pies, usually three or more vegetables were taught by one person. It is not neces-

sary to follow this course. Each locality manages that to suit conditions or instructors. Some places have more than twenty articles, some a few less.

Classes.

In arranging classes it is usually well to have at least six in one class; ten is still better if the homes can accommodate that number. Generally it is well to group the upper grades together rather than the upper and lower.

Time of Meeting.

Half past three for all the classes has proved a good hour. The day of the week should be chosen to suit the instructor. In most schools there are few or no recitations in the high school after half past three. Even if there should be the girls can be excused to attend the domestic science for it would not on the average happen more than five times a year. If a pupil is excused no record should be made of her absence since she is in a class of as much importance as the one she has left.

During the first year of the work some of the seniors may wish to move rapidly so as to finish the course before graduation. After that no pupil will need to go to a class oftener than once a month, since there are about twenty articles in the course and four years to complete it an average of five articles per year would cover the work. Usually a girl visits a class not more than once to get the lesson on each article, though she may attend as many times as she likes, and since some of the instructors give their lessons on two subjects at one session it is evident that there is no great burden as to class attendance either for the pupils or teachers. There should not be two classes meeting during the same week, then the passing of the class out of the building is scarcely noticeable.

Fixed and Changeable Dates.

Each instructor should have a fixed day for her class as, the third Wednesday, or the second Tuesday, etc. of each month. Occasionally an instructor is called away. She should simply notify the superintendent who announces, "Mrs. Anderson will not meet her domestic science class this week, Thursday." Later a special day may, if deemed best, be arranged.

Passing of Classes.

Suppose the girls arranged in four classes. Class 1, seniors; class 2, juniors; class 3, sophomores; class 4, freshmen. Send class No. 1 the first week of the month to teacher No. 1, class 2 the second week to teacher No. 2, class No. 3 the third week to teacher No. 3 and class 4 the fourth week to teacher No. 4.

Thus during the first month each girl has received instructions

on which she can be at work, and four of the teachers have given instructions.

Next month take the same order with the classes but go on with the remaining teachers in regular order, i. e. Class No. 1 goes to teacher No. 2. Continue this until each one of the teachers has given a lesson then go around again if necessary. This gives the teachers a chance to exchange their views and experiences at a comparatively early date. Pupils who miss a class should always take the next class, but stay with her division for the regular work.

Arrangements are easily made for pupils who may be out a few months or even for two years. Sometimes it is advisable to change pupils permanently from one class to another. Suit personal choice of pupils as far as possible. A monitor is appointed by the superintendent for each class. Her duty is to report back to the superintendent the attendance at each meeting and he keeps a record of it in a convenient book. Instructors should not be asked to do anything but give instruction and do such other work as pertains directly to domestic science.

At the Home.

Arriving at the home of the instructor at half past three they are seated in such room as is convenient, parlor, sitting room or dining room and the talk to the class is given. In this talk the girls are told not only the recipe but details as to materials, preparation of same, degree of heat required, common causes of failure, etc. In fact everything that in the mind of a practical cook would help the girls to succeed.

Each girl places at the top of the left hand page in her note book the date and name of instructor, copies the recipe carefully and makes such other notes as she may choose, then signs her name at the bottom. Occasionally all the books are called in and inspected. Careless work in note books should not be permitted.

The instructors besides giving a talk and the recipe usually prepare the article ready for cooking and sometimes as in biscuit, cookies, and the like cook the article in the presence of the girls. With meats and poultry the article is prepared for cooking. With white bread the girls are asked to stop a few minutes after school at the home of the instructor, and see the first step, setting the sponge, call the next morning before school and see the next step, mixing the bread, about half past eleven and see the bread ready for the oven, at one o'clock on the way back to school and see the result, a fine loaf of well cooked bread.

Home Practice.

The girls now go to their homes and at the earliest possible date, when they can have time, carefully try the recipe. There should be no

objection to receiving help from any source at this time. In fact it is a good thing for the daughter to get her mother to watch her and offer suggestions in the many little details familiar to every mother but which cannot all be told by an instructor in one lesson.

Recipe Optional.

The pupil should faithfully try the recipe given, a few times, after which if she knows, or if any one can tell her, a better way of making the article she is at liberty to use that method. Remembering that the purpose of the plan is mutual benefit to both home and school, and remembering that nearly every one knows how to do some things better than any one else knows how to do them it is the part of wisdom to accept the best without regard to the source. This liberal policy, too, disarms the criticism sometimes offered that the instructors of domestic science do not know more about cooking than do the women who are teaching it. The instructors admit this and invite any one to make suggestions and help the work along.

Girls in the different classes are practicing in their own homes and learning to handle real cooking utensils on a real stove heated by the usual fire of that home, the materials being of the kind and quality used in the home. This is no play work. It is the "real thing" and there seems to be a certain exhilaration about it that helps to cheer the girl on to success.

If it is a good thing, and no one doubts it, to learn domestic science in a school where everything that invention and skill can do is ready at hand for the pupil, is it not worth while to enter the field of actual life and with cruder implements win a fair degree of success?

We have seen loaves of white bread made in rude surroundings baked by a cob fire win prizes over those baked in the ovens of fine ranges. The world's prize winning corn bread at the National Corn Exposition, Omaha, December, 1908, and at the Education exhibit at the Nebraska State Fair, September, 1909 was made by a country girl who had no definite recipe for making it.

EXHIBITS.

After most of the girls believe they are skillful in cooking one or more articles, perhaps at the end of five months it is well to have an exhibit of the work by the girls.

This is done by having each girl bring one or more of the articles she has learned to prepare to the school house on Saturday afternoon where they are arranged on tables for the inspection of the judges. A good improvised table may be made by laying a couple of clean boards lengthwise of a row of seats in a room that can be conveniently heated.

Saturday afternoon is considered the best time as the girls will have from Friday after school to prepare the articles. Often a girl will bring several articles which she has made since Friday. Cookies, cake, dessert, meat loaf, and corn bread are easily prepared. Another advantage is that a large part of some articles can be used for the family meal at noon on Saturday. Every girl should have her family thoroughly interested in her success.

A committee of the girls should receive the articles, label and place them properly before the judges arrive. They should also plan that the room be as clean and cheerful as possible for the occasion. They should provide all the utensils necessary for testing the articles, and pencils for marking. They should arrange so that their instructors, who are the judges, shall have nothing to do but act as judges.

Bringing Articles to Exhibit.

In most cases it is not necessary to bring more than a part of an article to the exhibit; enough so the judges can have a fair idea as to the quality of the work. This applies especially to meats, vegetables, salad dressing, desserts, large cakes and the like. Most girls, however, prefer to bring pies, cakes, and the most toothsome articles whole and treat their companions at the close of the exhibit. Parents are usually pleased to furnish all the material the girls need for these exhibits.

Judging.

When the exhibit is ready, which should be as early as half past two, the girls withdraw to another room while the judges are busy. Generally no one but judges and the class should be in or about the building. The instructors always act as judges, but no instructor judges the product of her own instruction. The advantage of this is evident. Two judges should pass on each article. This will often necessitate each set of two judging several articles. Saturday afternoon is usually a busy time in the home, but since the exhibit need not come more than three times a year, instructors can make suitable arrangements. In some towns, where farmers' institutes and fairs are held, the domestic science class of the high school is invited to make an exhibit. It is well both for instructors and the girls to accept such invitation occasionally, if possible. On such an occasion all the articles can be entered with the regular card and the instructors can judge and mark as for the usual exhibit. In this way the public may see some of the work of the girls, and the girls receive credit for the work done at a regular exhibit.

Marking.

Each article when placed on exhibit has attached or placed with it a judging card, which is printed in a form that makes it a certificate of the faithful preparation of the article by the exhibitor.

The one used by the Nelson high school is a good form and is given below. These tags may be bought of any dealer. The Nebraska Paper & Bag Company, of Lincoln, handles them at about 70c per thousand plain, or \$2.20 per thousand, printed both sides as shown below:

Nelson High School

DOMESTIC SCIENCE

Nelson, Nebraska, _____ 191__

This _____ is the product of my own work with no help or suggestion from anybody.

Signed _____ pupil.

Countersigned _____ mother.

Front Side of Judging Card.

Judging Card

Grade by Judges *Poor* _____ *Satisfactory* _____ *Excellent* _____

Remarks: _____

Signed { _____ } *Judges*

Back Side of Judging Card.

On the first line print the words or figures used in the local school for recording grades.

Enough of these cards are taken home by the girls before the exhibit so they can be filled out, signed, and brought with each article. On the reverse side the judges are to place their grades, which are to be of the same kind and in the same terms as are used in the school for marking algebra. The first line of this side should be printed in such terms. The superintendent would give explanation of the markings used so that the ladies can easily follow them. After "Remarks" the judges write anything they wish in the way of suggestion: "Too much shortening," "Baked too long," "Take this pie to your instructor," "Try it again," etc., or leave the lines blank.

Filing Cards.

After an article has been accepted by the judges as passing the required standard, the card should be filed away by the superintendent. All the cards should be kept as a permanent part of the records of the school. Thousands of them will occupy but little space. Not less than a thousand cards should be purchased to begin any class.

Record Book.

Besides filing the cards a record book of a convenient form should be kept. In this the girls' names appear, and the work they have done placed opposite their names in a compact form. Each one can devise a book suitable to conditions. The following sketch proved satisfactory at Crete. The book used was a regular daily attendance school register, using a double page and writing in the headings at top of the page.

Part of Left Hand Page.

Domestic Science Crete High School	Entered	White Bread Roast	Meat Loaf	Poultry	Corn Bread	Gems
Louise Segelke.....	20-5-'05	E . M .			E .	
Emily Russell.....	20-5-'05	M .	E .			E .
Bessie Wissenburg	18-8-'07	. E .		E .		M .
Nora Talp.....	18-9-'08	. G .			P .	

The dot in square shows that the girl received the lesson on that subject. The letter is the grade received when the article is judged. E, excellent; G, good; M, medium; P, poor but passed. Judges seldom accept poor, or use the mark.

By this plan of recording the standing of any girl is shown at a glance. No girl should be given credit for an article until she has attended the lesson on that article.

Banquets.

The course is extensive enough so that by the time a class has finished it, or even before, the girls are capable of giving a banquet to their instructors or to the school board. This has been done in several towns.

One given at Crete was a full four course chicken dinner. The fathers and mothers of the fifty girls, members of the school board and their wives, domestic science faculty and husbands, together with some of the prominent people of the town, one hundred and fifty in all, were easily and sumptuously cared for.

All the girls are at the service of the ladies for afternoon teas and other functions. Here they acquire skill in setting tables and serving.

General Demonstrations.

Occasionally the entire class with their instructors meet in a school room, an oil stove and necessary equipment are brought in and a demonstration given by one of the instructors. This may be on making tea or coffee, biscuits, home-made candy, or any other easily made article. By this means much valuable instruction is given that is not included in the regular course. This is a time when many things may be discussed that pertain to the well being of the movement and the upbuilding of the girls. Foods and their relative nutritive values, various methods of preparation, new dishes, are profitable topics.

FLEXIBILITY OF THE PLAN.

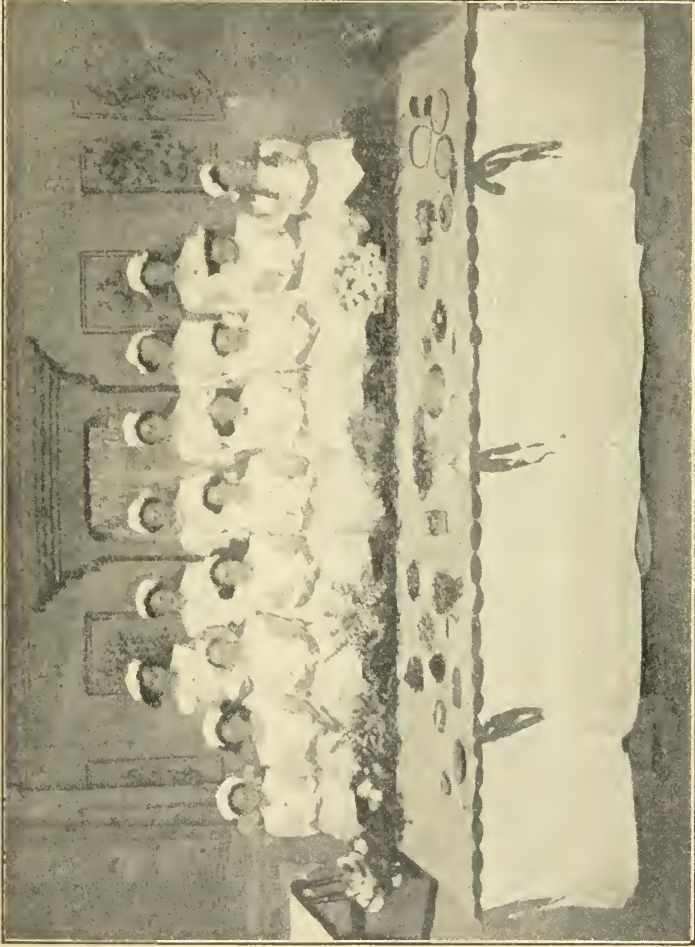
It is readily seen that the plan is very easily adjusted to the local conditions of any town. There are only two absolutely essential elements necessary to its success: Mature people with good judgment who believe in industrial culture, and are anxious to help high school girls grow into the best type of woman, and high school girls who are anxious to secure the broadest and best culture possible to them in their environment. A wise superintendent belongs to the first class and he can usually bring the two elements into harmonious relation if he wishes. All other details are easily worked out and adjusted if the plan is undertaken.

The fact that the plan is quite flexible is one reason for its success. High school pupils are continually under the strain of being on time at every one of the seven hundred-twenty recitations per year. With the average high school girl there are about thirty times a day when she should be prompt, one hundred and fifty times in five days, or two thousand seven hundred in a school year of one hundred eighty days. Promptness is a good habit to form, but the usual human nature enjoys a little variety.

Consideration of the following features of the plan will lead a student of human nature to see why girls usually like it.

They are not compelled to take it unless they wish to. They must take algebra, English, botany, etc., but they may choose this. They are not marked down or scolded if they miss a class. They may even go to the same instructor along with another class. They are not required to practice a certain number of hours per day. They may even wait until summer and do all their practice at a time when it will release mother and let her have a needed rest from her strenuous life. They do not even have to complete the course in order to graduate from the high school unless they choose, for they can easily carry the full regular work and this too. They may even complete this course after they have graduated from the high school and receive their certificates or diplomas for this special work. After trying a recipe they may discard it and follow their own wishes—a precious privilege to any one.

What a privilege, too, it is to leave the school room before school is out and be trusted to walk across the town, enter the home of a friend and be welcomed by one who cares enough for them to turn aside from her personal affairs and help them along a line in which they are keenly interested. The girls do not forget that these instructors are not paid for the services. That has been shown many times by the girls planning various treats for their benefactors.



Domestic Science Graduating Class, DeWitt, May 16, 1911.
(These girls made the suits they are wearing.)

GRADUATION.

Two of the schools where the Crete Plan is used, Crete and DeWitt, perhaps others, arrange for occasional special graduation of those who have completed the domestic science course.

At Crete it was planned to have such graduation once in three years when all who have finished will receive a certificate or diploma as evidence of their work. The plan of graduation is briefly as follows: All who are to graduate from the course and those still in the course furnish a banquet for certain invited guests. This is done as evidence to the guests that the members of the class have earned a right to the recognition¹ to be conferred upon them. Before or at the close of the banquet there is a short program of music, furnished from any source, a talk along the lines of domestic science or industrial education, preferably by home talent, and a closing talk by one of the instructors if possible. Some may prefer to secure speakers from abroad. This graduation emphasizes the value of the work and opens the way for generous public recognition.

Domestic Science Instructors.

The instructors may form a simple organization by electing each year a president and secretary. The simpler the organization the better. There is seldom any business to transact that needs recording and the less cumbersome the business the better. Usually committees are appointed for a special purpose and when that purpose is served the committee expires.

Expense.

The Crete Plan calls for no expense on the part of the school board. Instructors are not necessarily put to any expense as the articles prepared in giving lessons are used in the families of the instructors. Girls who are receiving the great benefit are furnished material at home for the results of their efforts are usually welcomed by their family and their parents are usually much pleased to have them become skillful in cookery.

This is in strong contrast with the five to eight hundred dollars yearly expense in a school where a special teacher gives all her time to domestic science instruction.

RESULTS.

Besides the results naturally expected from domestic science in the way of helping girls to some knowledge of the culinary art there

are some features connected with the Crete Plan which, to those who are in position to judge, appear to be very useful. A few of these features are given here.

Study Interiors.

The girls see the interiors of many of the best homes. Arrangements of dining rooms, sitting rooms, pictures, styles of furniture, and innumerable other items are theirs to inspect and compare. They carry the impression and pictures in their memories, talk with each other about them and build many air castles furnished with what appeals to them as most beautiful and useful.

Proud of Their Ability.

It is found that girls in the Crete Plan are proud of their ability to make a good loaf of bread, roast a fowl, or prepare a dainty dessert. They talk with one another about their accomplishments and delight in being known as a good cook. As a result many of them are found at the proper time in the kitchen or dining room while their mothers are entertaining callers in the parlor.

Influence in the Home.

As a result of seeing the older sisters interested in cooking, the younger sisters and often even the brothers are found imitating them much to the advantage of the younger ones. A taste for useful employment must be formed early or it is likely never to be formed. Many mothers drive their children into idleness by refusing to let them help about the housework. A selfish mother will be heard exclaiming to her children: "Run away and play. I would rather wash the dishes than have you pottering about."

Better Material Furnished.

Many parents have said that after their girls had entered the domestic science class, better material and greater variety found place in their homes. The girls wished to try the recipes the instructors had given them with just such material as had been recommended. The result was in some cases better prepared food, more nourishing, and in greater variety without increasing the cost. Of course, all this appealed strongly to the father who is often found a valiant champion of the plan.

Culinary Results.

Because the girls from the start do this cooking for a family they are learning to meet the various little problems that enter into real home experience. They are therefore growing into practical cooks who can and do take full charge of the house-work during vacations, summer time, and when emergencies arise. That cooking is taught practically under the Crete Plan is not doubted by those who have

THE CRETE PLAN

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Recipe	Proportions	Method	Cook	Time	Result	Remarks
Doughnuts	One and one-third cup flour, etc. one-half t s p. salt, etc.	Put flour in,	In deep pot of fat.	One minute or until light brown.	Good	They were not as nice as mama makes. Will try again.

This represents a double page of a convenient style of recipe book used by some classes. Any wide blank book may be ruled for this purpose by pupils. Only one recipe should appear on a double page. These books are often very useful in after life.

seen the prizes and premiums won by girls trained under this method. The entire scheme tends to develop resourcefulness and keen judgment, two essential characteristics in a good cook.

Influence of the Women.

The unconscious influence of the instructors upon the girls is quite noticeable. It could not be otherwise. All these women know the girls personally and are their friends. Wherever they meet the girls, on the street, in social circles, at church, they have a kindly greeting for them. The girls feel that they have real friends in their instructors who are helping them without any pecuniary remuneration.

Effect Upon Instructors.

It is well known that association with young enthusiastic life has a strong influence over maturer life to keep it more optimistic. The ladies who meet these girls find them enthusiastic, responsive to their touch. It is natural to desire appreciation and this the ladies get from the girls. The desire to shape things to conform to our ideas is a divine instinct to us all. Here the women have the opportunity of shaping, to some extent, the most precious material—humanity. It is no wonder that instructors often say that "The work is a pleasure and that they would regret very much if the time should come when they would have to give up their girls of the domestic science classes."

Permanence.

The reason why this plan has proved so permanent in the towns where tried is because its vitality depends so largely upon mature responsible women of the community. Teachers in public schools come and go, they are not a self-perpetuating body. The domestic science instructors have a standing and the members are influential in the community. If an instructor leaves the work, another is selected by those who know the needs of the case. All the machinery equipment and methods of the whole plan are ready for use in a few hours' notice. The whole plant may be closed for a month or a year and no jar or lost energy will result. If any woman in the community thinks she can do better than one of the instructors, she may be added to the faculty at once and set to work. Some one has said: "It is the most democratic plan of cooperation and most scientifically devised method of philanthropy yet discovered."

Opening for Club Women.

The majority of the instructors in this plan are, as might be guessed, club women. Many women in clubs and those not in clubs, who have a little leisure are glad to be useful to their friends and neighbors. They do not care to spend all their energies on Browning or in devising some method of beautifying the streets of their town, laudable as these objects may be.

Here is an opening that may be worth investigating. The club women of Crete who are engaged in this work deem it one of their most pleasurable efforts, not only because of the work with the girls, but some of them because of the help they have given other towns where they have been invited to present the Crete Plan to other clubs, and interested organizations.

SUGGESTIONS WANTED.

Any suggestions for the betterment of this plan, any device or methods that have proved permanently successful and easily operated without equipment or expense to school boards will be welcomed by the state superintendent.

The largest and most important field, the one that should receive the greatest encouragement and help along industrial culture is found in our towns, villages and rural communities. The immediate aid, however, must come through the active philanthropy of the practical men and women in those communities.

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